



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Introducing the Little Wandle SEND Programme

Teach reading:  
change lives

Parent workshop: Phonics and early reading

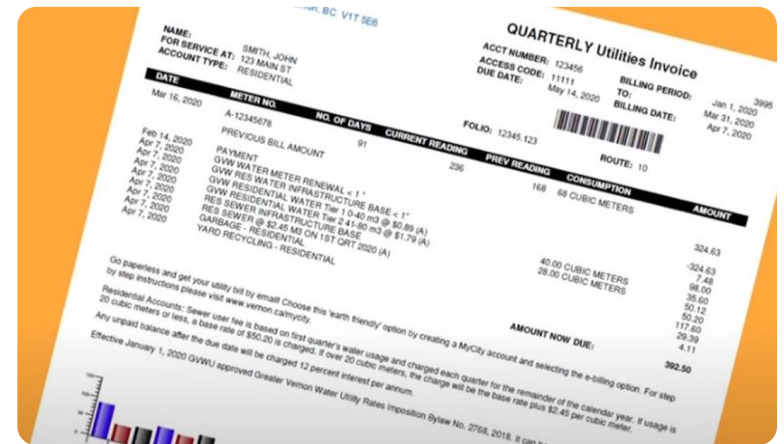


A love of reading is the biggest  
indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)



# How many times have you already read today?





# Phonics as the first route to reading



# Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





The Little Wandle SEND programme was created in response to teacher feedback and in recognition of children who may need a different pace and approach to the main programme.

Although the SEND programme mirrors the main programme, it follows a graduated approach. For some children this will mean learning at a slightly slower pace and in a way that minimises sensory overload.



- For those children who require it, there are adaptations and resources which provide sensory feedback.
- Children will learn in small group, or 1:1 with a known adult.



Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.





## Blending to read words

Blending can be a particularly challenging stage for some children and it is a priority in learning to read unfamiliar words.





To ensure children are able to blend, we begin with listening to sounds and blending orally.

These consist of a series of listening exercises and games, such as, “can you touch your h-ea-d?”

The child blends the sounds together and says the words out loud. We call this stage, ‘Foundations for phonics’

Once children are able to blend orally, they will move onto linking letters to sounds.

# Terminology



**Phoneme**

**Grapheme**

**Digraph**

**Trigraph**

**Split vowel digraph**


**Blend**

**Segment**

# Teaching order













## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

## Phase 2 grapheme information sheet

## Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>jjj</b>	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say <b>www</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 		Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

# Gradually your child learns the entire alphabetic code:



## Little Wandle Letters and Sounds Revised 2021: Programme progression

### Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

#### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with -s /z/ in the middle</li> <li>words with -es /z/ at the end</li> <li>words with -s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words

#### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want









\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.







Spring 1 Phase 5 graphemes	New tricky words



Each of the phonemes/graphemes has a mnemonic to help children to remember how to say and spell the sounds they read or hear.

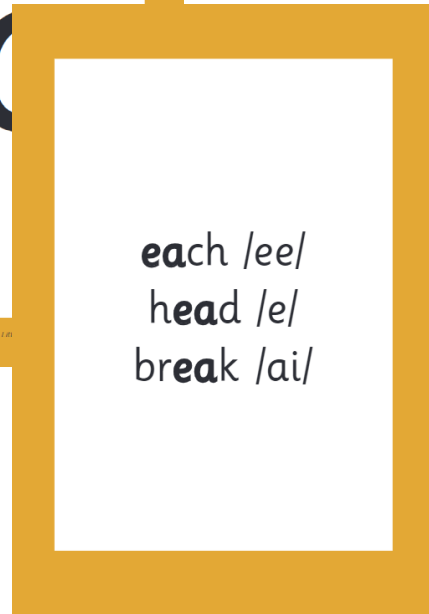
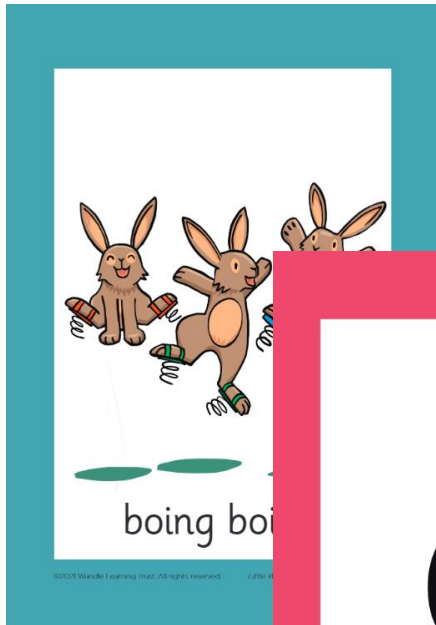
### How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	oo	 hook a book	Pucker your lips and keep them small as you say <b>oo oo oo</b>
ee	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>
igh	 a light in the night	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar ar</b>
oa	 soap that goat	Make an 'o' with your mouth and say <b>oa oa oa</b>	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say <b>or or or</b>

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
ow	 wow owl	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	air	 chair in the air	Open your mouth wide, push your tongue down as you say <b>air air air</b>
oi	 boing boing	Make an 'oi' with your mouth then move your lips out as you say <b>oi oi oi</b>	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>



# How we make learning stick





# Reading and spelling

# Reading and spelling



ea

**each** /ee/  
**head** /e/  
**break** /ai/

And all the different ways to write  
the phoneme sh:



shell

chef

special

caption

mansion

passion






































The sounds, (phonemes) learned and the number of grapheme-phoneme correspondences, (GPCs or letters that link to those sounds) are the same for Phase 2 and Phase 3 of the programme.

However, when children begin to learn the GPCs for Phase 5, the SEND programme focuses only on the GPCs which are most commonly found in the English language.

Again, this is to avoid sensory overload.

**Grapheme mat** **Phases 2, 3 and 5**

 s	 t	 p	 n	 m	 d	 g	 c	 r	 h	 b	 f	 l
ss	tt	pp	nn	mm	dd	gg	cc	rr		bb	ff	ll
 c							 k					
se							 ck					
ce												
 j	 v	 w	 x	 y	 z	 qu	 ch	 sh	 th	 ng	 nk	
 g	 ve	 wh				zz	tch	 ti				
 dge							s	 ci				
ge							 se					

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# Tricky words



# Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

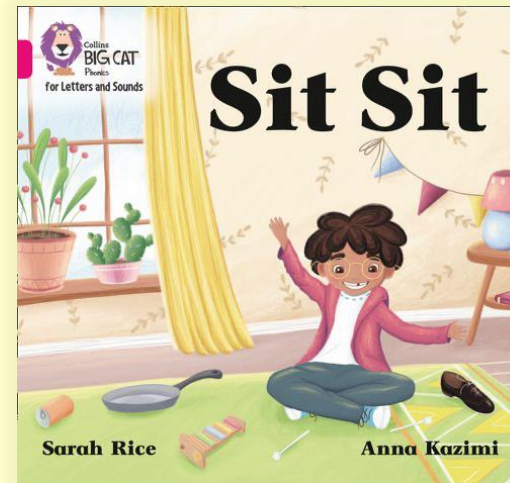
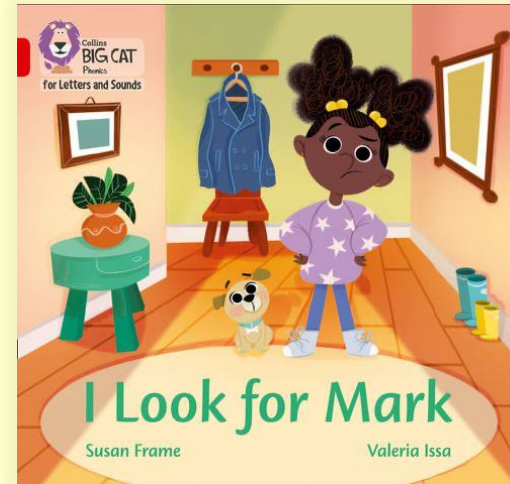


# How do we teach reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in very small groups or 1:1.
- The books your child will read at home will be the same as the books that are read in mainstream and on the main Little Wandle programme.





We use assessment to match your child the right level of book



**Little Wandle Letters and Sounds Revised Reception  
Child assessment**

**Autumn 1**

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck





# Reading a book at the right level



This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.
- Encourage your child to use their phonics for reading as this will help them to decode longer and unfamiliar words in the future.
- Always discuss the meaning of unfamiliar words and put these into context.





# Reading at home

# Supporting your child with reading



- Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.
- There are two types of reading book that your child will bring home:
- A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.
- A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

# The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

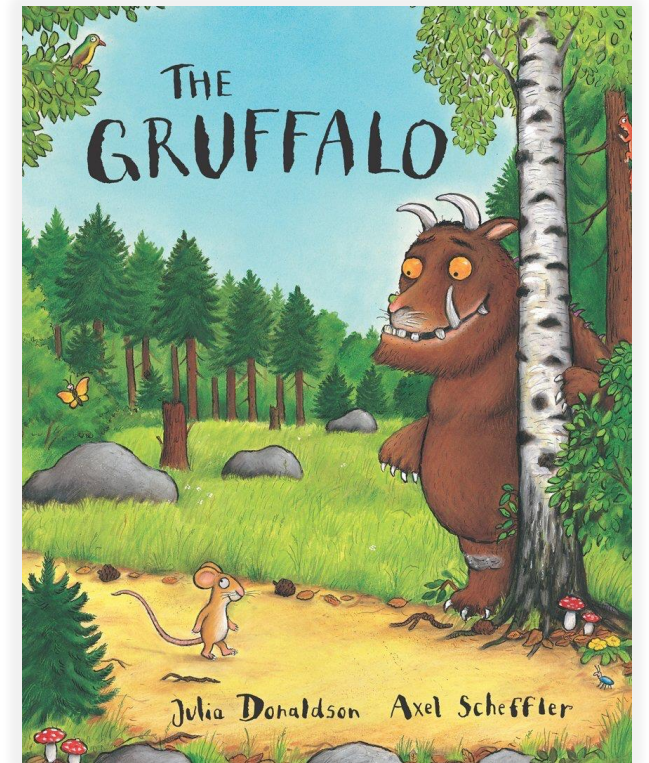
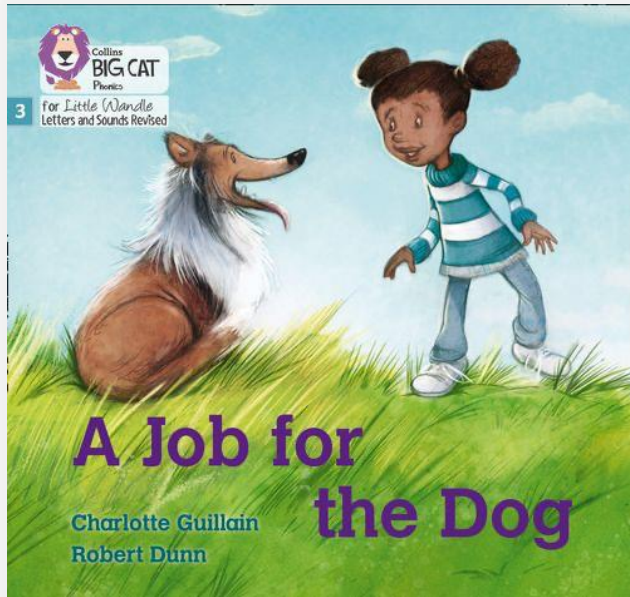
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.





# Books going home



# Reading practice book

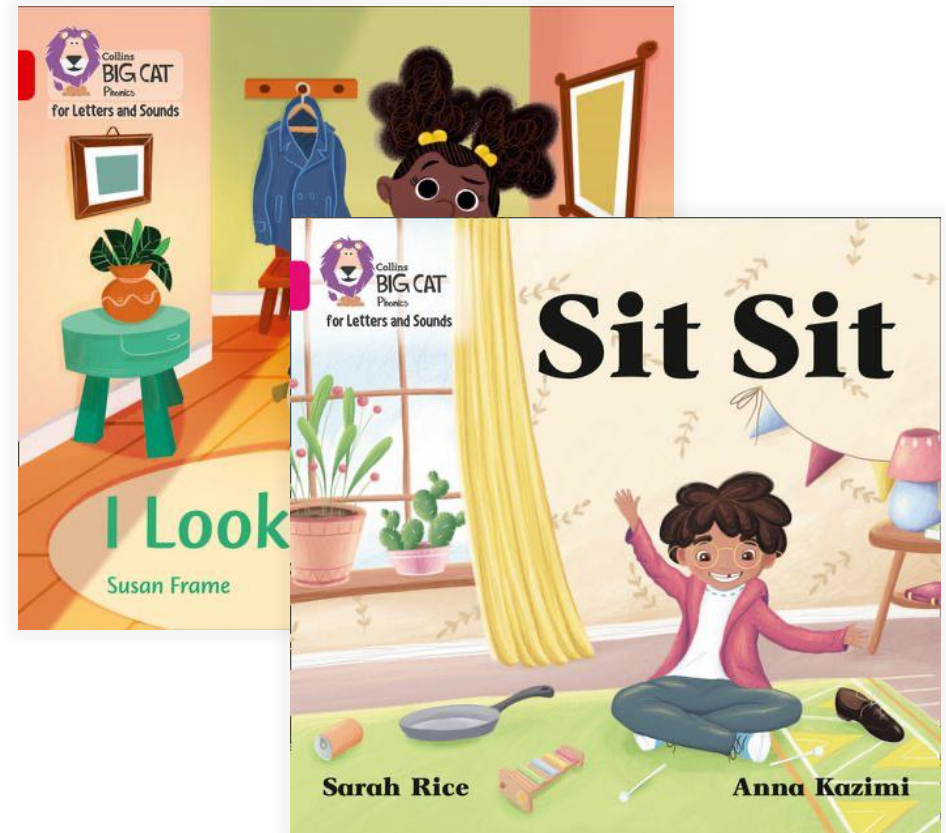


- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.
- Please ensure you take great care of the books we send home. These new books are beautiful, but we cannot afford to replace them. If they become lost or damaged you may be asked to reimburse the school so that we can replace it.



# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

# Read to your child



The shared book is for *YOU* to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - ✓ Introduce new and exciting language
  - ✓ Encourage your child to use new vocabulary
  - ✓ Make up sentences together
  - ✓ Find different words to use
  - ✓ Describe things you see.





One of the greatest gifts adults can give  
is to read to children

Carl Sagan

